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Headteacher  
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Dear Mrs Lambert

Ofsted survey inspection programme – physical education (PE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 23 February 2009 to look at work in PE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on assessing the PE contribution to the outcomes of Every Child Matters (ECM) particularly 'being healthy'.

The visit provided valuable information, which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included interviews with staff and learners, scrutiny of relevant documentation and observation of three lessons and playtimes.

The overall effectiveness of physical education was judged to be outstanding.

Achievement and standards

Achievement is outstanding.

- Many children start school in the Nursery with much lower levels of physical development than is typical for their age. They make excellent progress and by the age of 11 most pupils meet the nationally expected standards.
- Pupils develop a good range of basic skills in games, athletics, dance and gymnastics. By Year 6 almost all pupils meet the national expectation for swimming.

- Pupils have a good understanding of how to stay healthy and how exercise contributes to health. They know how to warm up safely. They are becoming more confident in evaluating their own and each other's performances.
- All pupils, including those from different minority ethnic groups, those for who English is a second language and those identified as having learning difficulties and/or disabilities, succeed because the school takes good account of their circumstances and needs and adapts the curriculum accordingly to enable their success.
- PE makes a very strong contribution to pupils' outstanding personal development. Pupils' thoroughly enjoy PE and their behaviour in lessons is excellent. They are enthusiastic and very keen to succeed.

### Quality of teaching and learning of PE

The quality of teaching and learning is good.

- Pupils are very keen to learn. They say lessons are fun, challenging and they learn a lot. Teachers have very good relationships with pupils based on high expectations of behaviour and learning.
- Lessons are purposeful and pupils know exactly what they are expected to learn and achieve.
- Pupils benefit from evaluating their own and each other's performance. They enjoy the challenge of trying to work through different levels of work, such as bronze and silver and gold levels, and, on the whole, tasks are well matched to pupils' different abilities.
- Occasionally, tasks are not as challenging as they could be, or important key information on how to improve a skill and reach the next level is not fully explained to pupils.
- The school is currently improving and developing its systems to assess pupils' progress. Useful steps in learning are set out for each activity and are beginning to be used effectively to support staff and pupils in understanding how well pupils are doing and what they need to do to improve.

### Quality of the curriculum

The quality of the curriculum is outstanding.

- All pupils experience at least two hours of high quality physical education per week as part of a well balanced curriculum taught in lesson time. Most experience far more than this.
- Most pupils benefit from taking part in the excellent range of activities offered out of school hours, and the opportunity for active play with a good range of equipment at break and lunchtimes.
- More able and gifted pupils are well supported and encouraged to join local clubs and take part in specific activities arranged within the school sport partnership.
- The youngest children in Early Years Foundation Stage experience a rich variety of physical play in a stimulating outdoor environment that supports their development very well.

- Pupils take part in a number of residential experiences and have good opportunities to develop outdoor activity skills.
- The school's close scrutiny of the pupils involved in extra activities and the consultation with pupils on what activities they enjoy ensures that the curriculum and the programme activities out of school hours is adjusted to meet their interests and needs. Consequently, almost all pupils participate in and enjoy additional activities.

## Leadership and management of PE

The quality of leadership and management is good.

- Physical education and sport are given a high priority by school leaders and are seen as a vital means of achieving the school's major aims as expressed in its motto of 'SCARF', safety, caring, achievement, respect and friendliness.
- Subject leaders work enthusiastically and set a good example to others. Their commitment to improving standards and teaching and providing high quality experiences so that each and every pupil can succeed is shared across the staff.
- Subject leaders work very effectively within the school sport partnership and with other providers to provide effective professional development for staff, additional resources and high quality additional coaching for pupils.
- The subject development plan focuses correctly on raising standards and developing the use of assessment to more fully support learning.
- Although the work of the department is monitored closely by senior leaders, the role of the subject leader in monitoring and evaluating the effectiveness of provision on pupils' outcomes is not fully developed.
- The capacity to improve is good.

Subject issue - PE contribution to the outcomes of ECM particularly 'being healthy'

The contribution PE makes to the outcomes of ECM is outstanding.

- Pupils enjoy PE a great deal. They say lessons are great fun and nearly all pupils enjoy taking part in additional activities.
- Pupils have an excellent understanding of how to stay healthy. Pupils are able to speak knowledgeably about how much exercise to take and how to keep to a healthy diet.
- Pupils are very aware of how to keep themselves safe in PE lessons. They understand the importance of warming up to avoid injury and they are aware of potential hazards. They are considerate of each other when moving around in lessons and out on the play areas.
- PE helps pupils to make an outstanding contribution to the school community and the wider community. Older pupils take their roles as 'play partners', 'smummies' and 'big daddies' very seriously by helping out with other children at playtimes. The school council has recently provided extra equipment for children to use at playtimes.

- The many ways that pupils work together in pairs or groups in PE lessons, the opportunity to build self-confidence and self esteem through PE all help pupils to be very well prepared for the next stage of their education.

Areas for improvement, which we discussed, included:

- developing the monitoring role of subject leaders to ensure that there is a clear cycle of improvement based on close analysis of pupils' outcomes
- further developing systems to assess pupils' progress, so that assessment more fully supports learning in lessons and informs subject leaders of areas that may need improvement.

I hope these observations are useful as you continue to develop physical education in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Gillian Salter-Smith  
Additional Inspector